

97-84126-8

Educational Policies
Commission

The appointment and
functions of consultants

Washington, D.C.

1936

97-84/26-8

MASTER NEGATIVE #

COLUMBIA UNIVERSITY LIBRARIES
PRESERVATION DIVISION

BIBLIOGRAPHIC MICROFORM TARGET

ORIGINAL MATERIAL AS FILMED - EXISTING BIBLIOGRAPHIC RECORD

308

Z

Box 491 Educational policies commission.

The appointment and functions of consultants.
Washington, D. C., Educational policies commis-
sion, Appointed by the National education asso-
ciation of the United States and the Department
of superintendence, 1936.

7 p. 23^{cm}.

ONLY 80

RESTRICTIONS ON USE: Reproductions may not be made without permission from Columbia University Libraries.

TECHNICAL MICROFORM DATA

FILM SIZE: 35mmREDUCTION RATIO: 11:1IMAGE PLACEMENT: IA ☒ IIA IB IIBDATE FILMED: 7/1/97INITIALS: PBTRACKING # : 25512

FILMED BY PRESERVATION RESOURCES, BETHLEHEM, PA.

THE APPOINTMENT AND FUNCTIONS OF CONSULTANTS

308

Z

Box 491

Educational Policies Commission

Appointed by the National Education Association of the United States
and the Department of Superintendence

1201 Sixteenth Street, Northwest, Washington, D. C.
September, 1936

The Educational Policies Commission

ALEXANDER J. STODDARD, *Chairman*

Appointed Members:

CORNELIA S. ADAIR

LOTUS D. COFFMAN

GEORGE S. COUNTS

J. B. EDMONSON

FREDERICK M. HUNTER

CHARLES H. JUDD

JOHN K. NORTON

AGNES SAMUELSON

JOHN A. SEXSON

PAYSON SMITH

GEORGE D. STRAYER

WILLIS A. SUTTON

Ex-Officio Members:

WILLARD E. GIVENS

ORVILLE C. PRATT

S. D. SHANKLAND

ALBERT M. SHAW

A. L. THRELKELD

Advisory Members:

J. W. STUDEBAKER

GEORGE F. ZOOK

WILLIAM G. CARR, *Secretary*
1201 Sixteenth Street, N. W.
Washington, D. C.

The Appointment and Functions of Consultants

The Commission

The Educational Policies Commission was appointed in December, 1935, by joint action of the Executive Committees of the National Education Association and the Department of Superintendence. The Commission was created for a five-year period and assigned the following objectives:

1. To stimulate thoughtful, realistic, long-term planning within the teaching profession, looking toward continued adaptation of education to social needs.
2. To appraise existing conditions in education critically and to stimulate desirable changes in the purposes, procedures, and organization of education.
3. To consider and act upon recommendations from all sources for the improvement of education.
4. To make the best practices and procedures in education known throughout the country and to encourage their use everywhere.
5. To develop understanding and cooperation among all organized groups interested in educational improvement.

The Commission is not a research or standardizing agency. It seeks, through cooperative means, to develop for American education long-term policies which will merit the united support not only of the profession, but of all citizens.

Appointment of Consultants

The Educational Policies Commission, seeking the assistance of a thoroughly representative group of educational leaders, appointed a group of Consultants. There are Consultants in each state, territory, and possession.

All Consultants are selected on an *ex-officio* basis; they serve in this capacity during their term of office in the positions listed. At the end of this term of office their successors are substituted for them on the list of Consultants. This procedure enables the Commission to keep constantly in touch with the responsible officials of professional organizations and agencies. Men and women holding such offices as the following have been invited to serve as Consultants:

1. Members of the Executive Committees of the National Education Association and the Department of Superintendence.
2. National Education Association state directors.
3. Ranking members of the staff of the United States Office of Education.
4. Presidents and secretaries of national organizations in the field of education, including the Departments of the National Education Association.
5. Presidents and secretaries of regional associations in the field of education, such as the North Central Association.
6. Regional officers of classroom teacher groups, the National Congress of Parents and Teachers, and similar bodies.
7. Presidents and secretaries of state-wide educational associations.
8. State superintendents of public instruction.
9. Editors of educational magazines of state or national scope.
10. Chairmen of national deliberative committees in education.
11. Heads of state commissions dealing with curriculum revision.
12. Directors of public relations of state school systems.
13. Presidents of local organizations affiliated with the National Education Association.
14. Presidents of state teachers colleges and normal schools, presidents of state universities, presidents of land grant colleges, deans of colleges of education.

An effort is made to keep the list of Consultants complete and up-to-date. Persons included in any of the above groups who, through some error, have not been invited to serve as Consultants will confer a favor by notifying the Commission of the positions which they hold.

Functions of Consultants

The following statement indicates how Consultants may assist in the work of the Commission:

1. By expressing opinions on issues or problems submitted by direction of the Commission.
2. By raising issues to be considered by the Commission.
3. By disseminating information relating to the work of the Commission, especially the recommendations and decisions of the Commission.
4. By reporting the conclusions of important committees and in other ways to be developed in the future.

In August, 1936, the Educational Policies Commission adopted the following basic principles governing its relations to the Consultants:

1. The work of the Educational Policies Commission will be effective in proportion to the degree to which the profession as a whole is brought into the procedure of formulating pronouncements. The Consultants should be one of the principal channels through which this result is achieved. As a result of this active participation by the Consultants, pronouncements of the Commission will not only be wiser, but will also have more favorable consideration and will be more widely adopted.
2. There will be frequent communications and conferences to see that the Consultants are informed as to the problems before the Commission and are encouraged to offer their advice. To this end the material sent to the Consultants should be in such form as to challenge their discussion and to make it easier for them to offer the result of their thinking.

Projects of the Commission

Among the major projects which the Commission has under preliminary consideration, the following will be of interest to all or a part of the Consultant group:

1. A statement of the unique place of education in a democratic society. This statement is being prepared in collaboration with a noted historian. It will review carefully the position accorded to education by the founders of the republic and trace the development of that concept through the period of the Jacksonian democracy and the activities of the great humanitarians, such as Horace Mann, down through the social and economic adjustments of the present day.
2. A catalog of human needs and services, on the basis of which an attempt will be made to distinguish between educational services and those which might be defined as custodial or welfare in nature. From this analysis, there should emerge a better understanding of the functions of a public school system as a part of a comprehensive community program of public service.
3. A statement of financial policies for American education, drawn in the light of current economic conditions and possible future developments. In connection with this problem, the Commission has conferred with noted economists and political scientists.
4. A statement of the educational implications of various types of population changes. This study of the human resources to be served by the educational program will be conducted with the assistance of competent specialists in population problems.
5. A restatement of the objectives of American education in the light of the analyses mentioned above.
6. A statement of policy with reference to certain immediate problems in secondary education.
7. A statement of fundamental principles underlying the professional organizations in the field of education. This is being prepared in accordance with a resolution requesting such a study, passed by the Department of Superintendence of the National Education Association in February, 1936.

Materials Sent to Consultants

Certain publications and inquiries issued by the Commission are sent to Consultants for their information and advice. The following materials were sent to Consultants between February and September, 1936:

1. A leaflet announcing the organization of the Commission and listing its principal purposes. This leaflet was also distributed at the St. Louis convention of the Department of Superintendence, February, 1936.
2. A pamphlet entitled "Some Current Problems in American Education," listing issues which the Commission desired to have widely discussed at teachers' meetings, educational conventions, public forums, civic clubs, and the like. Consultants were also invited to check those issues which, in their opinion, required the immediate attention of the Commission.
3. The script of a radio program presented by the Educational Policies Commission on May 20, 1936, as a part of the series sponsored by the National Education Association. This program showed, in popular fashion, the development of educational policy-making from Colonial times to the present.
4. A statement by the Chairman of the Commission entitled "Planning Educational Progress," which listed and described eight characteristics of sound planning for American education.
5. A leaflet prepared for distribution at the summer convention of the National Education Association, June, 1936, reporting the progress of the Commission.
6. A leaflet entitled "Deliberative Committee Reports of 1935." This leaflet is a step toward the development of a clearing-house for the important recommendations formulated by national deliberative committees working in the field of education.
7. An inquiry blank listing a series of problems relating to the objectives of education, on which the advice and opinion of the Consultants are being sought.

Additional correspondence and conferences have been conducted between the Commission and certain groups of Consultants who are active in various special fields with which the Commission has been concerned.

Additional copies of the publications listed above as Nos. 2, 4, 5, 6, and 7 are available on request.

MSH 25512

**END OF
TITLE**